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TEACHING STRATEGIES TO IMPROVE ADHD STUDENTS' SPEAKING SKILLS: A CASE STUDY IN AN INCLUSIVE ISLAMIC SCHOOL

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ABSTRACT

This study aimed to explore the teaching strategies used to improve the speaking skills of ADHD students in an inclusive Islamic elementary school. The study focused on identifying the teaching strategies employed by teachers and examining how these strategies supported ADHD students' participation and speaking development in English learning activities. This study employed a qualitative case study design at An-Nur Islamic School. The participants consisted of two English teachers, two shadow teachers, and two students diagnosed with ADHD. Data were collected through classroom observations, semi-structured interviews, and documentation and were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2014), including data condensation, data display, and conclusion drawing. The findings revealed three major teaching approaches: Active and Structured Speaking Instruction Strategy, Affective and Islamic-Based Support Strategy, and Differentiated and Collaborative Inclusive Strategy. These strategies were implemented through audiovisual materials, guided repetition, step-by-step guidance, positive reinforcement, and task modification. The findings also indicated that emotional support, Islamic values, and teacher-shadow teacher collaboration significantly enhanced students' participation, confidence, and speaking development. This study contributes to the field of inclusive English language teaching by extending understanding of how instructional, affective, and collaborative approaches support the speaking development of ADHD students.

Keywords: *ADHD Students, Inclusive Education, Inclusive Islamic School Speaking Skills, Teaching Speaking Strategies*

INTRODUCTION

Speaking is one of the most important skills in English language learning because it enables learners to express ideas, opinions, feelings, and experiences through oral communication. As a productive language skill, speaking requires learners to integrate vocabulary, grammar, pronunciation, fluency, and comprehension simultaneously in order to communicate effectively. Brown (2007) states that speaking competence is not only reflected in linguistic accuracy but also in learners' ability to interact meaningfully and respond appropriately in communicative situations. Similarly, Harmer (2007) emphasizes that speaking creates opportunities for the learners to engage in language actively instead of having to merely acquire language knowledge. Speaking is a basis for language development in primary learners as it is the medium for learning and social interaction.

The influence of classroom interaction, learning experiences and the support provided by teachers in the classroom on the development of speaking skills of young learners is very strong. Children learn language best when they are involved in meaningful communication and fun learning experiences, according to Cameron (2001). Therefore, teachers play a crucial role in creating learning environments that encourage students to participate in speaking activities. Effective instructional strategies can help learners develop

confidence, improve language production, and strengthen their willingness to communicate. Consequently, speaking instruction should be designed in ways that accommodate learners' developmental characteristics and individual learning needs.

Some students who need specific instructional help are those with Attention Deficit Hyperactivity Disorder (ADHD). ADHD is a neurodevelopmental disorder in which the individual has trouble holding their attention, controlling behavior and regulating activity levels (Barkley, 2015). According to DuPaul and Stoner (2014), students with ADHD frequently experience challenges in maintaining concentration, following instructions, organizing tasks, and participating consistently in classroom activities. These characteristics may influence their language learning process, particularly in speaking activities that require sustained attention, listening comprehension, memory retention, and verbal interaction. As a result, ADHD students often need instructional adaptations and supportive learning environments to facilitate their participation and language development.

In response to these challenges, inclusive education has become an important approach to ensuring that students with diverse learning needs can access meaningful educational opportunities. Inclusive education promotes the participation of all learners regardless of their differences in abilities, backgrounds, or learning characteristics. Ainscow (2020) explains that inclusive education emphasizes participation, achievement, and a sense of belonging for every learner within the educational community. Likewise, UNESCO (2025) highlights the importance of providing equitable learning opportunities through flexible instructional practices and supportive educational environments. Within inclusive classrooms, teachers are expected to adapt instructional approaches to accommodate learners' individual needs while maintaining meaningful participation in learning activities.

The implementation of inclusive education becomes particularly interesting within Islamic educational settings, where academic learning is integrated with moral and spiritual values. Islamic education emphasizes principles such as patience (*sabr*), compassion (*rahmah*), responsibility (*amanah*), and mutual respect, which contribute to the creation of supportive learning environments. Al-Attas (1980) argues that the purpose of Islamic education is to develop balanced individuals who possess intellectual, moral, and spiritual qualities. Similarly, Nata (2016) states that Islamic educational values encourage respect for human dignity and social harmony. In inclusive Islamic schools, these values may provide additional support for students with special educational needs by fostering acceptance, empathy, and positive social interaction within the classroom.

Several previous studies have explored teaching strategies for students with special educational needs in inclusive educational settings. Lu et al. (2022) found that differentiated instruction and adaptive classroom practices contribute positively to inclusive English language learning. In inclusive schools, teachers often employ visual supports, task adaptations, and personalized help in order to support and promote the learning process of students with a variety of learning needs (Mahisa et al., 2023). Kałdonek-Crnjaković (2024) noted that ADHD-related behaviors negatively affect language learning and that instructional approaches that are supportive are vital. Recent research by Agustin (2025) and Jaya and Putri (2025) showed that teachers' flexibility, adaptation in the classroom and inclusive teaching are important factors in helping SEN learners.

While the literature has gained a lot of understanding about inclusive education and teaching of ADHD, there was limited research focusing on the teaching of speaking skills to students with ADHD in inclusive Islamic elementary schools. In addition, there is a lack of focus on the incorporation of instructional strategies, affective support, Islamic educational values, and collaboration between teachers and shadow teachers in supporting speaking development. The identified gap is that additional research is needed in the area of teaching strategies that cater to the academic needs of ADHD students as well as their social, emotional and behavioral needs in inclusive education environments.

Thus, the objectives of the study was to investigate the teaching strategies employed to enhance the speaking ability of the ADHD students in an inclusive Islamic Elementary School. In particular, the study focused on teacher's strategies, on how teachers used these strategies when teaching speaking, and on the way teachers accommodated the learning characteristics and the educational needs of students with ADHD. This study addresses those issues and helps to build the body of research on inclusive English language teaching and offers practical implications for educators teaching students with ADHD in inclusive Islamic school settings.

RESEARCH METHOD

This study employed a qualitative case study design to explore the teaching strategies used to improve the speaking skills of students with Attention Deficit Hyperactivity Disorder (ADHD) in an inclusive Islamic elementary school. A qualitative approach was considered appropriate because it allowed the researcher to obtain an in-depth understanding of teachers' instructional practices, classroom interactions, and experiences in teaching ADHD students within their natural educational setting (Creswell, 2012).

The study was conducted in an inclusive Islamic elementary school that accommodates students with diverse learning needs, including students diagnosed with ADHD. The participants consisted of two English teachers and two shadow teachers who were directly involved in teaching and supporting ADHD students during English learning activities. In addition, two students diagnosed with ADHD were observed during classroom instruction to provide contextual understanding of the implementation of the teaching strategies.

The data were collected through classroom observations, semi-structured interviews, and documentation. Classroom observations were conducted to examine how teachers implemented speaking instruction and interacted with ADHD students during learning activities. Semi-structured interviews were carried out with the English teachers and shadow teachers to obtain detailed information regarding the teaching strategies employed, the challenges encountered, and the support provided to ADHD students. Documentation, including lesson-related materials and school documents, was used to support and validate the observational and interview data.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three stages: data condensation, data display, and conclusion drawing and verification. During the data condensation stage, the researcher selected, organized, and simplified the data obtained from observations, interviews, and documentation. The condensed data were then presented in a systematic form to facilitate interpretation and analysis. Finally, conclusions were drawn and continuously verified throughout the research process to ensure the credibility and consistency of the findings.

To ensure the trustworthiness of the study, data triangulation was employed by comparing information obtained from multiple data sources and data collection techniques. The use of observations, interviews, and documentation enabled the researcher to obtain comprehensive and credible findings regarding the teaching strategies used to support the speaking development of ADHD students in an inclusive Islamic elementary school.

RESULT AND DISCUSSION

The findings revealed that teachers employed three major teaching strategies to improve the speaking skills of ADHD students in an inclusive Islamic elementary school. These strategies included Active and Structured Speaking Instruction Strategy, Affective and Islamic-Based Support Strategy, and Differentiated and Collaborative Inclusive Strategy. The implementation of these strategies was intended to address the attention, behavioral, social, and communication challenges commonly experienced by ADHD students while promoting their participation and speaking development.

Table 1. Summary of Major Findings

Major Strategy	Implementation	Purpose
Active and Structured Speaking Instruction Strategy	Audiovisual materials, songs, guided repetition, teacher modeling, movement-based activities	To maintain attention and promote active participation in speaking activities
Affective and Islamic-Based Support Strategy	Positive reinforcement, emotional support, integration of Islamic values	To increase confidence, motivation, and classroom engagement
Differentiated and Collaborative Inclusive Strategy	Task modification, individualized assistance, teacher–shadow teacher collaboration	To accommodate individual learning needs and support speaking development

As presented in Table 1, the findings revealed three major teaching strategies implemented by teachers to support the speaking development of ADHD students. These strategies worked complementarily to address students' academic, behavioral, emotional, and social needs within an inclusive Islamic elementary school setting.

Active and Structured Speaking Instruction Strategy

The first major finding revealed that teachers implemented active and structured speaking instruction through the use of audiovisual materials, songs, guided repetition, teacher modeling, and movement-based activities. Classroom observations showed that teachers frequently utilized short videos, songs, pictures, and demonstrations to introduce vocabulary and speaking expressions before asking students to participate in oral activities. These instructional practices were designed to maintain students' attention and encourage active engagement during speaking lessons.

The implementation of this strategy involved the use of audiovisual materials, songs, guided repetition, teacher modeling, and movement-based activities during speaking lessons. Based on classroom observations, teachers introduced new vocabulary and expressions through short videos and songs displayed on classroom screens. After watching the videos, students were encouraged to repeat words and expressions together with the teacher. The teachers then modeled correct pronunciation and sentence production before asking students to practice orally.

In several classroom activities, teachers integrated movement-based learning by asking students to point to objects, perform simple actions, or respond physically while speaking. These activities helped ADHD students maintain attention and remain actively involved in the learning process. The structured sequence of watching, listening, repeating,

modeling, and practicing enabled students to participate in speaking activities more confidently and systematically.

The findings indicate that structured and multimodal instruction plays an important role in supporting the speaking development of ADHD students. The use of audiovisual materials helped students focus on learning tasks by providing concrete and engaging stimuli. Guided repetition and teacher modeling enabled students to observe language use before practicing it independently. Furthermore, movement-based activities allowed students to remain physically engaged while participating in speaking tasks, which helped reduce inattentive behavior during classroom instruction.

These findings are consistent with Brown (2007), who emphasizes that meaningful communication and active learner participation are essential components of successful language learning. The findings also support Cameron's (2001) argument that young learners learn language more effectively when instruction involves concrete experiences and interactive activities. Similarly, Shin and Crandall (2014) highlight the importance of integrating visual, auditory, and kinesthetic elements into language instruction for young learners.

The findings also align with previous studies. Lu et al. (2022) found that inclusive English language teaching becomes more effective when teachers adapt instructional materials to students' learning needs. Likewise, Mahisa et al. (2023) reported that visual support and interactive learning activities positively influence student participation in inclusive classrooms. The similarity between these studies and the present research suggests that structured and multimodal instruction remains an effective strategy for supporting diverse learners, including students with ADHD.

An alternative explanation for these findings may be that students' increased participation was influenced not only by the instructional strategies themselves but also by the novelty and attractiveness of audiovisual media. However, repeated observations indicated that students continued to engage positively even when similar activities were implemented over time, suggesting that the effectiveness of the strategies was related to their instructional value rather than novelty alone.

The findings imply that English teachers should consider incorporating structured, multimodal, and interactive learning activities into speaking instruction for ADHD students. Such practices may help maintain attention, increase classroom participation, and facilitate language production among learners with diverse educational needs.

Affective and Islamic-Based Support Strategy

The second major finding revealed that affective support and Islamic educational values played significant roles in improving ADHD students' speaking participation and confidence. Teachers consistently provided encouragement, praise, positive reinforcement, and emotional support during classroom activities. In addition, Islamic values such as *sabr* (patience), *rahmah* (compassion), *amanah* (responsibility), and respect were integrated into daily classroom interactions and school culture.

This strategy was implemented through positive reinforcement, emotional support, and the integration of Islamic values into classroom interactions. During observations, teachers frequently praised students for their participation and efforts in speaking activities. Simple verbal encouragement such as "good job" and "excellent" was used to increase students' confidence.

Islamic values were also incorporated through daily classroom practices that emphasized patience, respect, kindness, and responsibility. Teachers consistently reminded students to respect their peers and encouraged supportive classroom behavior. These

practices contributed to the development of a positive learning environment where ADHD students felt accepted and motivated to participate in speaking activities.

The findings indicate that emotional support is a crucial component of effective speaking instruction for ADHD students. Students appeared more willing to participate in speaking activities when they felt accepted, appreciated, and supported by their teachers. Positive reinforcement helped reduce anxiety and increased students' confidence in expressing themselves orally. Furthermore, the integration of Islamic values contributed to the creation of a respectful and supportive classroom environment where students felt comfortable engaging in communication activities.

These findings support Brown's (2007) view that affective factors significantly influence language learning outcomes. Learners who experience lower levels of anxiety and higher levels of confidence are generally more willing to participate in communicative activities. The findings are also consistent with Rautanen et al. (2022), who found that perceived social support positively influences student engagement and participation in educational settings.

The integration of Islamic educational values extends existing research on inclusive education by demonstrating how religious and moral principles can contribute to supportive learning environments. This finding is supported by Sarbini et al. (2025), who argue that Islamic educational values promote inclusivity, respect, and positive social relationships among learners.

An alternative explanation may be that students responded positively because of their personal relationships with teachers rather than the affective strategies themselves. However, interview data indicated that teachers intentionally implemented encouragement, praise, and value-based guidance as part of their instructional approach, suggesting that these practices were systematically integrated into classroom instruction.

The findings imply that speaking instruction for ADHD students should address not only linguistic development but also emotional and social well-being. Teachers may enhance students' confidence and participation by providing consistent emotional support and fostering inclusive classroom cultures grounded in positive values.

Differentiated and Collaborative Inclusive Strategy

The third major finding revealed that differentiated instruction and collaborative support were essential components of speaking instruction for ADHD students. Teachers modified speaking tasks according to students' learning needs, simplified instructions, provided step-by-step guidance, and collaborated closely with shadow teachers during classroom activities. Shadow teachers played an important role in maintaining students' attention, clarifying instructions, and providing individualized assistance when necessary.

The implementation of this strategy involved task modification, individualized assistance, simplified instructions, and collaboration between teachers and shadow teachers. Teachers adapted speaking activities according to students' abilities and provided step-by-step guidance when necessary. Shadow teachers offered one-on-one support by helping students focus on tasks, understand instructions, and complete speaking activities.

Collaboration between classroom teachers and shadow teachers occurred throughout the learning process. Teachers planned activities together, monitored student participation, and adjusted instructional support based on students' responses. This collaborative approach enabled ADHD students to participate more effectively in speaking lessons.

The findings suggest that speaking development among ADHD students is facilitated when instructional practices are adapted to students' individual characteristics. Differentiated instruction enabled students to participate in learning activities at a level

appropriate to their abilities, while individualized support helped reduce frustration and increase engagement. Collaboration between teachers and shadow teachers ensured that instructional support remained consistent throughout the learning process.

These findings support Inclusive Education Theory proposed by Ainscow (2020), which emphasizes the importance of accommodating learner diversity through flexible educational practices. The findings are also consistent with Barkley's (2015) recommendation that ADHD students benefit from structured support, clear expectations, and individualized assistance. Furthermore, Friend and Bursuck (2019) highlight the importance of collaborative practices in supporting students with special educational needs within inclusive classrooms.

The findings are similar to those reported by Agustin (2025) and Jaya and Putri (2025), who found that collaboration among educators contributes significantly to successful inclusive teaching practices. However, the present study extends previous research by demonstrating how teacher–shadow teacher collaboration specifically supports speaking development within an Islamic elementary school context.

An alternative explanation for the effectiveness of this strategy may be the relatively small number of ADHD students involved in the classroom setting, which allowed teachers to provide more individualized attention. Nevertheless, the interview and observation data consistently showed that collaborative support was intentionally planned and implemented as part of the school's inclusive education practices.

The findings imply that schools should strengthen collaborative support systems involving teachers, shadow teachers, and parents to ensure that ADHD students receive comprehensive educational support. Professional development related to differentiated instruction and inclusive classroom practices may further enhance teachers' ability to address diverse learner needs.

Study Implications and Limitations

This study contributes to the field of inclusive English language teaching by providing empirical evidence regarding the integration of instructional, affective, and collaborative approaches in supporting the speaking development of ADHD students. The findings suggest that effective speaking instruction in inclusive Islamic elementary schools requires not only appropriate teaching techniques but also emotional support, value-based education, and collaborative professional practices.

Several limitations should be acknowledged. First, the study was conducted in a single inclusive Islamic elementary school and involved a limited number of participants. Second, the findings were derived from a qualitative case study design and therefore reflect the specific context in which the study was conducted. Consequently, the findings are not intended for statistical generalization. However, the study provides rich contextual insights that may inform future research and educational practices in similar inclusive learning environments.

CONCLUSION

Effective speaking instruction for ADHD students cannot rely solely on language teaching techniques but requires the integration of instructional, emotional, and collaborative support within an inclusive learning environment. The findings suggest that speaking development is enhanced when structured learning activities are combined with positive reinforcement, individualized assistance, and consistent collaboration between teachers and shadow teachers. These findings reinforce previous research emphasizing the value of inclusive and differentiated educational practices while extending the discussion to

the context of an inclusive Islamic elementary school, where educational support is strengthened by the integration of Islamic values that promote patience, respect, and social inclusion. The significance of this study lies in its contribution to understanding speaking instruction as a holistic process that addresses not only linguistic development but also the social, emotional, and behavioral needs of ADHD students. By highlighting the interconnected roles of instructional adaptation, affective support, and collaborative practice, this study provides practical insights for educators seeking to create more inclusive English language learning environments. The findings further suggest that successful inclusion is achieved not through a single teaching strategy but through a comprehensive support system that enables ADHD students to participate meaningfully and develop their communication skills within the classroom community.

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